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ABSTRACT

A survey was conducted by Cerritos College (CC) to: (1) gather demographic and evaluative data about the students who left CC in spring 1980; (2) compare graduates' and non-graduates' evaluations of instructional and student services; (3) evaluate how well CC prepared its students and how highly students valued these areas of preparation; and (4) assess student goal achievement and satisfaction. During the spring semester, 1,295 students were awarded a degree or certificate, and 4,798 students withdrew from all classes. Of these students, 268 graduates and 205 non-graduates completed the survey. The study revealed that 45% of the graduates and 28.9% of the non-graduates attended CC with the intention of transferring to a four-year college. Over 70% of the respondents rated the following areas good or superior: quality of instruction, grading and testing, instructor interest in student, content of courses, and library services. Over 75% of the students felt the college had prepared them well or very well in the following areas: job knowledge and skills, getting along with people, self-understanding, knowledge about careers, and communication skills. These areas were all felt to be valuable or very valuable to over 75% of the students. The study report details methodology and findings and indicates areas where responses of graduates and non-graduates are significantly different. The questionnaire is included. (AYC)

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STUDENT SURVEY: EXIT SPRING '80

Cerritos Community College

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STUDENT SURVEY: EXIT SPRING '80

A survey was conducted using a sample of students who left Cerritos College in Spring, 1980. Students were categorized one of two ways: graduate (including AA Transfer, AA Vocational, and Certificate) or non-graduate (including only students who withdrew from all classes). Although the survey instrument was identical for both groups, the method in which the survey was handled differed for graduates and non-graduates. Non-graduates were asked to complete the survey instrument upon withdrawing from all classes, as part of the withdrawl process required by the Admissions Office. Graduates, on the other hand, were asked to complete the survey just prior to going through graduation exercises at the conclusion of the Spring semester.

The purposes of the Student Survey were to:

1. Establish a comprehensive data base (including demographic and evaluative information) from which to launch future follow-up studies.

2. Provide differential evaluations, graduates vs. non-graduates, of the student service areas and instructional aspects of the College.

3. Provide a general evaluation of how well Cerritos prepared its students in their growth and development, as well as provide an assessment of the value that each student places on these areas of preparation.

4. Determine if students felt they achieved their goals at Cerritos, and if they would recommend the College to someone seeking to complete the same program they studied.

A total of 511 surveys were completed, of which 268 (52.4%) were graduates, 205 (40.1%) were non-graduates, and 38 (7.4%) declined to state their status upon exiting. Of students who graduated, 150 (55.9%) held AA Transfer degrees, 79 (29.5%) held AA Vocational degrees, and 38 (14.2%) held Certificates. For comparisons between graduates and non-graduates, the 38 students who declined to state their status were purged from the total sample data, leaving the number of included surveys at 473.

During the 1980 Spring semester, a total of 1,295 graduates were awarded a degree or certificate; and 4,798 students withdrew from all classes. Therefore, the sample represents 20.6 percent of the graduates and only 4.3 percent of the completed withdrawals. Although the response rate for both samples differs dramatically, statistically both reflect their given population, plus or minus six (6) percent. In other words, both samples are within six percentage points of the true population value, for purposes of generalizing results.

To determine the representativeness of the sample to the entire student population, selected student characteristics (sex and racial background) were compared. (The sample was compared to the entire student population rather than separate graduate and withdrawl populations due the inaccessability of this information.) With

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The Student Survey was adapted from a model questionnaire presented in "Follow-up Surveys of College Graduates: Procedures and Common Care of Questions for Two-Year Institutions," Southern Regional Education Board, Atlanta, GA; EXXON Education Foundation, New York, N.Y. July 78.

regard to sex, females were overrepresented and males underrepresented in the sample. The actual percentages for comparison are as follows:

	% Sample	% Population
Males	43.7	47.4
Females	58.3	52.5

With respect to racial groups, the sample was found to overrepresent all groups, with the exception of the American Indian/Alaskan. The survey instrument did not offer responses of 'Other' or 'Decline to State', which has been the practice of admission application procedures. Apparently the reason for the overrepresentativeness is that students who may have declined to state their racial or ethnic background on the admission application did report it on the survey instrument. The actual percentage racial breakdown for the sample and student population is as follows:

	% Sample	% Population
White	66.9	52.9
Black	4.9	3.7
American Indian/Alaskan	.4	1.4
Asian/Pacific Islander	7.6	6.2
Hispanic	19.2	16.8
Non-Resident	1.0	1.0

As seen by the comparisons, only two segments of the student population were underrepresented: males and American Indians/Alaskans. Although this is interesting information as to who (characteristically) may, or may not, graduate or completely withdraw, it does raise the question: "Is the sample, which supposedly represents the entire student body, biased in its evaluations of the college in favor of females and/or ignoring the significant input of the American Indian/Alaskan?" To check any biases embedded in the results of the survey, proportional responses of males and females were compared. All differences were found statistically NON-significant. Thus the results can be assumed to be unbiased with regard to sex. Due to the extremely small number (2) of American Indian/Alaskans included in the survey, comparisons with the remaining racial groups were not made.

RESULTS

STUDENT CHARACTERISTICS

Data from the survey pertinent to the Student Characteristics of SEX, RACE, AGE, and PURPOSE are displayed in Table 1. Overall, more females (58.3%) than males (41.7%) were represented. This overrepresentation was true for both graduates and non-graduates. The largest group responding to the survey was white (66.9%) (Caucasian); the next major group represented was Hispanic (19.2%). Most students, in both the graduate (44.2%) and non-graduate (48.5%) categories, were between the ages of 19 to 23. Most graduates and non-graduates included in the survey stated 'transfer to a four-year institution' as their primary purpose for attending Cerritos (45.5 and 28.9 percent, respectively).

Overall, the greatest number of students participating in the survey came to Cerritos to prepare for transfer to a four-year institution. A significantly greater proportion of graduates than non-graduates stated this as their primary purpose for attending Cerritos. Conversely, a greater proportion (significant at α=.05) of non-graduates than graduates stated their primary purpose for attending was for 'interest and self-enrichment'.

INSTRUCTIONAL AND SERVICE AREAS

Comparisons of graduate and non-graduate ratings of instructional and service areas are presented, in percentages, in Table 2. Data are also graphically displayed on pages 16 through 21; graphs are provided to highlight the statistically significant comparisons between proportions. The following is a narrative describing the overall and specific significances of survey items 12 a-e and 13 a-f.

Quality of Instruction

Overall, about eighty-four percent (83.6%) of students surveyed rated the quality of instruction as either 'good' or 'superior'. The majority of both graduates and non-graduates rated the instructional quality as 'good' (58.2 and 56.6 percent, respectively).

A greater proportion of non-graduates rated the instruction as 'fair' in quality. All other ratings were not significantly different between graduates and non-graduates.

Grading and Testing

The majority of graduates (65.7%) and non-graduates (57.6%) gave a 'good' rating to the grading and testing practices at Cerritos.

A significantly greater proportion of non-graduates than graduates rated the grading and testing practices at Cerritos as 'fair'. All other ratings between graduates and non-graduates were comparable (no significant differences).

Instructor Interest in Students

Overall, most students felt the instructors' interest in students was 'good' (46.2%). About seventy-nine percent (79.1%) of the graduates and 68 percent of the non-graduates believed the instructors' interest in students was 'good' or 'superior'.

More non-graduates than graduates (a significant proportion) rated their instructors' interest in their students as 'fair'. Conversely, a greater proportion of graduates rated the instructors' interest as 'good'.

Content of Courses

Eighty-one percent (81%) of the graduates and 75.6% of the non-graduates rated the content of courses as either 'good' or 'superior'. The majority of both graduates and non-graduates gave a 'good' rating to course content (53 and 42.4 percent, respectively).

No significant proportional differences were found between graduates and non-graduates in course content ratings.

Instructional Materials

Overall, the majority of students surveyed rated the instructional materials used at Cerritos as 'good' (53% of graduates and 42.4% of non-graduates).

Financial Aid Guidance

Overall, a majority (60.5%) of the students surveyed did not know of the financial aid services well enough to rate them. Fifty percent (50%) of the graduates and 72.7 percent of the non-graduates were unable to rate financial aid.

Of those students who were able to rate financial aid, a significantly greater proportion of graduates than non-graduates gave it a 'good' or 'superior' rating.

Placement Office Guidance

Over half, 51.3 percent, of the students surveyed did not know the placement guidance services well enough to rate them. About forty-one percent (41.4%) of the graduates failed to rate the placement office while 60.5 percent of the non-graduates failed to do so.

A greater proportion of non-graduates than graduates did not know of placement office guidance well enough to rate it. Graduates more often gave the placement office a 'good' or 'superior' rating (significantly more than non-graduates).

Quality of Academic Guidance

Overall, the greatest number of graduates (47%) gave the quality of academic guidance a 'good' rating. Conversely, the majority of non-graduates did not know of the academic guidance services well enough to give them a quality rating.

Significantly more (proportion-wise) non-graduates than graduates were unable to rate the quality of academic guidance due to lack of experience. Conversely, a greater proportion of graduates than non-graduates believed the quality of academic guidance to be 'good' or 'superior'.

Availability of Student Activities

Nearly forty percent (39.6%) of the graduates believed the availability of Student Activities to be 'good'. The majority of non-graduates (51.7%) failed to rate student activity availability due to a lack of knowledge.

A significantly greater proportion of non-graduates than graduates did not know of Student Activities well enough to rate their availability. Graduates gave a significantly greater proportion of 'good' and 'superior' ratings to student activity availability than did non-graduates.

Library Services

The greatest number of both graduates and non-graduates felt the Library services were 'good' (44 and 40 percent, respectively).

While a greater proportion of non-graduates did not know of the Library services, a greater proportion of graduates gave it 'superior' ratings.

Tutoring Services

Most graduates and non-graduates did not know of the Tutoring services well enough to rate them.

A greater proportion of non-graduates than graduates were unable to rate the tutoring services, due to a lack of familiarity. A significantly greater proportion of graduates than non-graduates gave tutoring services either a 'good' or 'superior' rating.

STUDENTS RATING OF AND VALUE GIVEN TO COLLEGE PREPARATION

Students were asked to rate both their college preparation and the degree to which they value: job knowledge and skills, getting along with people, self-understanding, knowledge about career opportunities, and communication skills. A significant correlation was found between individuals' ratings of college preparation and value for the above areas. For example, if a student rated job knowledge and skills high in preparation, he or she tended also to express a high value for this item. One of three conclusions can be drawn from this correlational evidence: college preparation influences values, or values influence ones' perception of preparation received, or students misunderstood the question and gave both the same rating, not noticing the difference in focus between preparation and value.

Table 3 contains the percentage data from graduates and non-graduates ratings of these areas with respect to college preparation and student valuation. Graphs, displaying these data, are presented on pages 22 through 26. The following is a description of the overall and specific significances found from survey item 14.

JOB KNOWLEDGE AND SKILLS

College Prepared Me

Over half of all students surveyed (50.9% of graduates and 53.4% of non-graduates) felt that college had prepared them 'well' in terms of job knowledge and skills.

More non-graduates than graduates felt that college had prepared them 'poorly' or 'fairly well' in job knowledge and skills. Conversely, more graduates felt 'very well' prepared in this area.

Value to Me

While the majority of graduates (53.7%) felt job knowledge and skills were 'highly valuable', most non-graduates gave a different response: 42.2 percent felt job knowledge and skills 'valuable'.

Likewise, more non-graduates than graduates felt that job knowledge and skills were of 'little' or 'some value', while more graduates expressed 'highly valuable' for this item.

GETTING ALONG WITH PEOPLE

College Prepared Me

Overall, more than half of both the graduates (52%) and the non-graduates (54.1%) believed that Cerritos had prepared them 'well' for getting along with people.

More non-graduates than graduates felt that college had prepared them 'fairly well' for getting along with people, while more graduates felt 'very well' prepared.

Value To Me

The greatest proportion of both graduates and non-graduates (92.1 and 93.5 percent, respectively) felt that getting along with people was either 'valuable' or 'highly valuable'.

Proportionately, more non-graduates than graduates felt that getting along with people was of 'some value'.

SELF-UNDERSTANDING

College Prepared Me

About half of the students surveyed (52.7% of graduates and 50.8% of non-graduates) indicated that they were 'well' prepared for self-understanding. Over two-thirds (67.7%) of the non-graduates and 87.4% of the graduates felt either 'well' prepared or 'very well' prepared for self-understanding.

Proportionately, more non-graduates believed that college had prepared them 'fairly well' for self-understanding; more graduates, proportionately, felt 'very well' prepared for self-understanding.

Value to Me

An overwhelming majority of both graduates and non-graduates felt that self-understanding was either 'valuable' or 'highly valuable' (92.1 and 83.5 percent, respectively).

A significantly greater proportion of graduates than non-graduates indicated that self-understanding was 'highly valuable'. In comparison, more non-graduates believe self-understanding to be of 'some value'.

KNOWLEDGE ABOUT CAREERS

College Prepared Me

Overall, most students felt they were 'well' prepared for knowledge about careers (43.5% of graduates and 42.1% of non-graduates). When responses of 'well' and 'very well' were combined, a difference in groups became evident: eighty-five percent (85.2%) of the graduates and 63.9 percent of the non-graduates gave these responses.

More non-graduates than graduates felt that college had prepared them 'poorly' or 'fairly well' for knowledge about careers. Conversely, more graduates felt 'very well' prepared in this area.

Value To Me

While over half (54.2%) of the graduates believed that knowledge about careers was 'highly valuable', only a little over a third (38.4%) of the non-graduates shared this same value.

Proportionately, more non-graduates than graduates felt that knowledge about careers was of 'little value' while more graduates felt this to be 'highly valuable'.

COMMUNICATION SKILLS

College Prepared Me

The majority of both graduates and non-graduates indicated that they were 'well' prepared for communication skills (57.7 and 46.2 percent, respectively).

Proportionately, more ratings of 'poorly' and 'fairly well' were given by non-graduates to their preparation in communication skills. Graduates more often felt that they were prepared 'well' or 'very well' in these skills.

Value To Me

An overwhelming proportion of graduates (93.2%) and non-graduates (76.8%) felt that communication skills were either 'valuable' or 'highly valuable'.

Non-graduates gave responses of 'little value' and 'some value' more often (proportionally) to communication skills; more graduates felt communication skills 'highly valuable'.

GOAL ACHIEVEMENT AND RECOMMENDATION

Table 4 presents data obtained from questions 'Was your goal achieved?' and 'Would you recommend Cerritos College to a person seeking to complete the same program you studied?'. Overall, the majority of students said 'yes' to both questions. Separately, each question revealed a different response pattern.

Was Your Goal Achieved?

Overall, nearly seventy percent (68.6%) of students surveyed indicated that their goal for coming to Cerritos was achieved. Responses on this question were mixed

with respect to graduate/non-graduate status. Ninety-two percent of the graduates felt they achieved their goal, while a majority of non-graduates (60.9%) felt they had not achieved their goal at the time of withdrawal.

A significant difference between graduate and non-graduate responses was found. Proportionally, more graduates felt their goal was achieved, while more non-graduates felt their goal was not achieved.

Would You Recommend Cerritos College...?

An overwhelming majority of both graduates (98.8%) and non-graduates (94.5%) would recommend Cerritos to a student seeking to complete the same program as the respondent.

GENERAL CONCLUSIONS

The finding that most students included in the survey stated as their primary purpose for attending Cerritos was preparation for transfer is surprising. These data conflict with the known characteristics of the general Cerritos student population, that the majority of students come to Cerritos for job skills. It is apparent that transfer students are more likely to attend graduation ceremonies, as well as withdraw completely from classes (or comply with the request to participate in the survey). It is also of notable interest that a greater proportion of non-graduates attended Cerritos primarily for interest and self-enrichment. Possibly they entered classes that related to their interest then withdrew after obtaining desired course information, or withdrew after finding the course not in line with their interests.

Although graduates tended to give slightly more favorable ratings to items pertaining to instruction than did non-graduates, both gave them mainly 'Good' or 'Superior' ratings. While non-graduates were not asked their reasons for withdrawing, we can assume by their favorable ratings that the instructional aspects of their courses were not a major factor. Non-graduates, on the whole, did not differ greatly from graduates in their evaluations of instruction.

Evaluations given to the services of the college presented a rather different picture of Cerritos than those given to instruction. Over half of the total sample were unable to rate the Financial Aid, Placement and/or Tutoring services due to a lack of exposure or experience (as indicated by a 'Don't Know' response). Each of these three services was also consistently given a greater proportion of 'Don't Know' responses by non-graduates; and 'Good' or 'Superior' responses by graduates. This same inverted pattern of responding was found for the services of Academic Guidance and the availability of Student Activities. Also, while a greater proportion of non-graduates did not know of the Library services, more graduates gave it 'Superior' ratings. From these data it appears that students may not complete a course or program because he or she does not encounter, or make use of, these services; or possibly, these students do not need these services and thus do not seek them out.

Overall, ratings given by students to their college preparation and to the value they attached to their preparation were favorable. Each area of college preparation (viz., job knowledge and skills, getting along with people, self-understanding, knowledge about careers, and communication skills) was consistently given the same pattern of evaluation and valuation by graduates and non-graduates; while a greater proportion of graduates were favorable in their evaluation and valuation of college preparation, more non-graduates (compared to graduates) gave less favorable ratings.

Although a generally encouraging picture of the areas of college preparation was revealed, attention must be given to the fact that more negative responses were given by non-graduates regarding these areas. It is possible that these students valued these areas less and consequently felt the preparation given by the college was mediocre. Non-graduates may be attending Cerritos for reasons other than preparation for job knowledge and skills, getting along with people, self-understanding, knowledge about careers, or communication skills. The survey may have failed to assess the areas in which these students value.

In a question related to the students' stated purpose for attending, students were asked if their goal had been met. These data revealed a sharp difference in the responses of graduates and non-graduates. While most graduates felt they had achieved their goals, most non-graduates felt they had not. Taken as a single evaluative measure of how well Cerritos served its non-graduates, it appears as though the college failed to aid these students in pursuing their goals and purposes. However, a more direct method of evaluation was employed by asking students if they would recommend the college to someone seeking to complete the same program they studied. To this question, an overwhelming majority of both graduates and non-graduates indicated they would recommend the college.

It is important to stress that although the majority of the non-graduates felt they had not accomplished their goals (in terms of their stated purpose), an almost unanimity (about 97 percent) of these non-graduates would recommend Cerritos to another person wanting to complete the program they studied.

RECOMMENDATIONS

Recommendations for future Student Surveys are suggested as a result of problems encountered with the current Survey, in hopes of perfecting an imperfect instrument. The survey was designed to provide vital information for evaluating the College, and as such needs to be continually improved and validated. Therefore, recommendations for methodological changes and suggested follow-up surveys include, but are not limited to, the following:

1. Graduates be asked to complete the questionnaire as part of the regular graduation procedure (commonly known as the 'grade check') to insure that all graduates are surveyed, not just those participating in the graduation ceremonies.

2. The racial category of 'Other' be added to allow responses that do not fit well within the established categories.

3. Clarify the instruction given to the question of how well college prepared the student as distinguished from the value that preparation was to the student.

4. Follow-up non-graduates to determine their reasons for withdrawing for purposes of evaluating and improving the College's ability to provide service.

5. In a related follow-up (possibly within the same questionnaire) determine the reason(s) non-graduates failed to accomplish their goals while at Cerritos.

6. Follow-up transfer students to verify that they actually do transfer. Determine how well Cerritos prepared them academically for continuing their education.

TABLE 1

Comparison of Graduates vs. Non-Graduates
(given in terms of percent)
on Characteristics of Sex, Race, Age, and Purpose

(Not included in the comparisons are the 38 students who declined to state their educational status upon leaving Cerritos.)

	Graduates	Non-Graduates	Total
SEX	(N=268)	(N=205)	(N=511)
Male	39.6	43.9	41.7
Female	60.4	56.1	58.3
RACE	(N=268)	(N=205)	(N=511)
White	65.7	71.2	66.9
Black	4.9	4.4	4.9
American Indian or Alaskan	0.4	0.5	0.4
Asian or Pacific Island	9.0	4.9	7.6
Hispanic	19.4	18.0	19.2
Non-Resident	0.7	1.0	1.0
AGE	(N=260)	(N=202)	(N=499)
Under 19	0.8	3.9	2.0
19 - 23	44.2	48.5	45.9
24 - 28	15.7	17.8	16.6
29 - 33	12.3	8.9	11.2
34 - 38	10.3	7.4	9.2
39 - 43	6.1	4.9	5.4
44 - 48	4.2	3.9	3.8
49 - 53	3.4	0.9	2.4
54 - 58	1.9	1.9	2.2
59 - Over	0.8	1.4	1.2
PURPOSE	(N=266)	(N=204)	(N=502)
Exploration	12.0	14.7	14.5
Entry to Career	23.7	19.6	21.1
* Transfer	45.5	28.9	37.1
Update Job Skills	9.0	11.3	10.0
* Interest	7.5	22.5	14.5
Other	2.3	2.9	2.8

*Indicates a significant proportional difference between Graduates and Non-Graduates.

TABLE 2

Comparison of Graduates vs. Non-Graduates
(given in terms of percent)
Ratings of Instructional and Service Areas

	Graduates	Non-Graduates	Total
QUALITY OF INSTRUCTION	(N=268)	(N=205)	(N=511)
Don't Know	8.6	7.3	8.8
Poor	0.4	0.5	0.4
* Fair	3.4	11.2	7.2
Good	58.2	56.6	56.2
Superior	29.5	24.4	27.4
GRADING AND TESTING	(N=268)	(N=205)	(N=511)
Don't Know	10.4	10.7	11.9
Poor	0.4	Ø	0.4
* Fair	8.2	18.0	12.3
Good	65.7	57.6	60.7
Superior	15.3	13.7	14.7
INSTRUCTOR INTEREST IN STUDENT	(N=268)	(N=205)	(N=511)
Don't Know	11.2	9.8	11.9
Poor	0.7	2.9	1.6
* Fair	9.0	19.0	13.1
* Good	52.6	40.5	46.2
Superior	26.5	27.8	27.2
CONTENT OF COURSES	(N=268)	(N=205)	(N=511)
Don't Know	11.2	11.2	12.5
Poor	0.4	0.5	0.8
Fair	7.5	12.7	10.0
Good	54.9	52.2	52.1
Superior	26.1	23.4	24.7
INSTRUCTIONAL MATERIALS	(N=268)	(N=205)	(N=511)
Don't Know	12.3	14.6	14.7
Poor	0.7	2.9	1.8
Fair	11.6	17.1	14.1
* Good	53.0	42.4	47.7
Superior	22.4	22.9	21.7
FINANCIAL AID GUIDANCE	(N=268)	(N=205)	(N=511)
* Don't Know	50.0	72.7	60.5
Poor	1.1	2.9	1.8
Fair	8.2	7.8	8.2
* Good	25.7	11.2	18.6
* Superior	14.9	5.4	11.0

TABLE 2 (continued)

	Graduates	Non-Graduates	Total
PLACEMENT OFFICE GUIDANCE	(N=268)	(N=205)	(N=511)
* Don't Know	41.4	60.5	51.3
Poor	2.6	2.0	2.2
Fair	8.6	7.8	8.4
* Good	34.0	22.9	27.6
* Superior	13.4	6.8	10.6
QUALITY OF ACADEMIC GUIDANCE	(N=268)	(N=205)	(N=511)
* Don't Know	16.8	50.2	33.3
Poor	4.1	2.4	3.1
Fair	10.8	11.7	11.2
* Good	47.0	28.8	37.6
* Superior	21.3	6.8	14.9
AVAILABILITY OF STUDENT ACTIVITIES	(N=268)	(N=205)	(N=511)
* Don't Know	24.6	51.7	37.8
Poor	2.6	2.4	2.3
Fair	8.6	6,3	7.6
* Good	39.6	26.3	32.7
* Superior	24.6	13.2	19.6
LIBRARY SERVICES	(N=268)	(N=205)	(N=511)
* Don't Know	11.9	35.1	24.5
Poor	1.5	Ø	0.8
Fair	5.2	3.4	4.7
Good	44.0	40.0	40.3
* Superior	37.3	21.5	29.7
TUTORING SERVICES	(N=268)	(N=205)	(N=511)
* Don't Know	44.8	68.8	56.0
Poor	2.2	0.5	1.4
Fair	5.2	5.9	5.5
* Good	28.0	16.1	22.5
* Superior	19.8	8.8	14.7

*Indicates a significant proportional difference between Graduates and Non-Graduates.

TABLE 3

Comparison of Graduates vs. Non-Graduates
(given in terms of percent)
on Student Ratings of and Value Given to College Preparation

	Graduates	Non-Graduates	Total
COLLEGE PREPARED ME - JOB KNOWLEDGE AND SKILLS	(N=234)	(N=133)	(N=383)
* Poorly	0.9	5.3	2.3
* Fairly Well	12.0	29.3	18.3
Well	50.9	53.4	52.0
* Very Well	36.3	12.0	27.4
COLLEGE PREPARED ME - GETTING ALONG WITH PEOPLE	(N=221)	(N=133)	(N=369)
Poorly	1.4	4.5	2.4
* Fairly Well	10.0	23.3	15.2
Well	52.0	54.1	52.8
* Very Well	36.7	18.0	29.5
COLLEGE PREPARED ME - SELF UNDERSTANDING	(N=222)	(N=130)	(N=367)
Poorly	3.2	6.9	4.4
* Fairly Well	9.5	25.4	15.5
Well	52.7	50.8	51.8
* Very Well	34.7	16.9	28.3
COLLEGE PREPARED ME - KNOWLEDGE ABOUT CAREERS	(N=223)	(N=133)	(N=372)
* Poorly	3.6	9.0	5.4
* Fairly Well	11.2	27.1	16.9
Well	43.5	42.1	43.3
* Very Well	41.7	21.8	34.4
COLLEGE PREPARED ME - COMMUNICATION SKILLS	(N=213)	(N=130)	(N=355)
* Poorly	1.4	7.7	3.7
* Fairly Well	7.0	28.5	15.2
* Well	57.7	46.2	53.0
* Very Well	33.8	17.7	28.2
VALUE TO ME - JOB KNOWLEDGE AND SKILLS	(N=205)	(N=138)	(N=359)
* Little Value	Ø	8.7	3.3
* Some Value	6.8	14.5	10.0
Valuable	39.5	44.2	40.7
* Highly Valuable	53.7	32.6	46.0

TABLE 3 (continued)

	Graduates	Non-Graduates	Total
VALUE TO ME - GETTING ALONG WITH PEOPLE	(N=207)	(N=141)	(N=363)
Little Value	2.9	4.3	3.3
* Some Value	4.8	11.3	7.4
Valuable	45.4	51.1	47.1
* Highly Valuable	46.9	33.3	42.1
VALUE TO ME - SELF UNDERSTANDING	(N=202)	(N=139)	(N=355)
Little Value	1.5	3.6	2.3
* Some Value	6.4	12.9	9.3
Valuable	44.1	50.4	46.2
* Highly Valuable	48.0	33.1	42.3
VALUE TO ME - KNOWLEDGE ABOUT CAREERS	(N=203)	(N=138)	(N=357)
* Little Value	1.0	7.2	3.4
Some Value	8.4	15.9	11.5
Valuable	36.5	38.4	37.3
* Highly Valuable	54.2	38.4	47.9
VALUE TO ME - COMMUNICATION SKILLS	(N=206)	(N=138)	(N=359)
* Little Value	1.0	5.1	2.5
* Some Value	5.8	18.1	10.6
Valuable	40.3	47.1	42.6
* Highly Valuable	52.9	29.7	44.3

*Indicates a significant proportional difference between Graduates and Non-Graduates.

TABLE 4

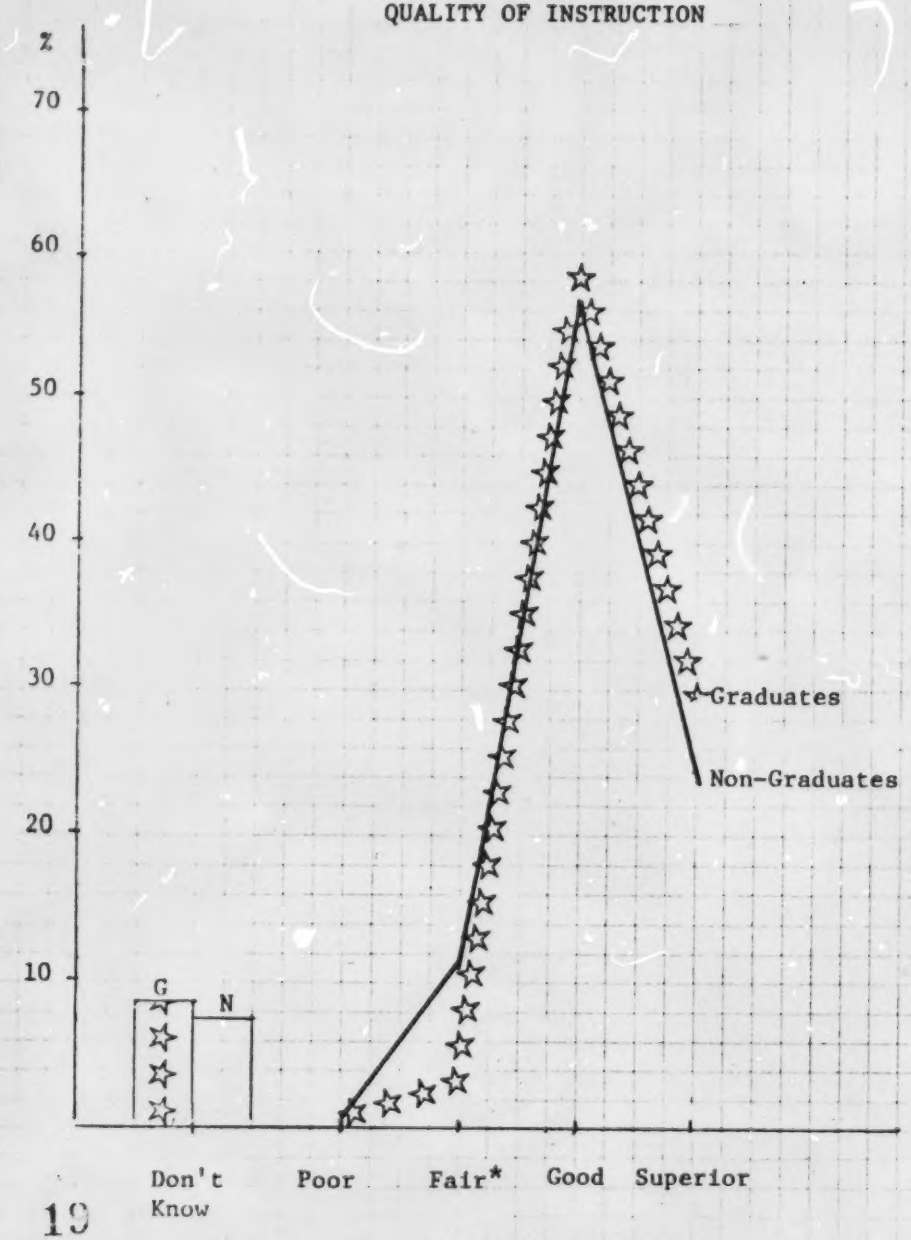
Comparison of Graduates vs. Non-Graduates
(given in terms of percent)
With Regard to Goal Achievement and Student Recommendation

	Graduates	Non-Graduates	Total
* GOAL ACHIEVED	(N=265)	(N=202)	(N=491)
Yes	92.1	39.1	68.6
No	7.9	60.9	31.4
RECOMMEND	(N=244)	(N=183)	(N=455)
Yes	98.8	94.5	97.1
No	1.2	5.5	2.9

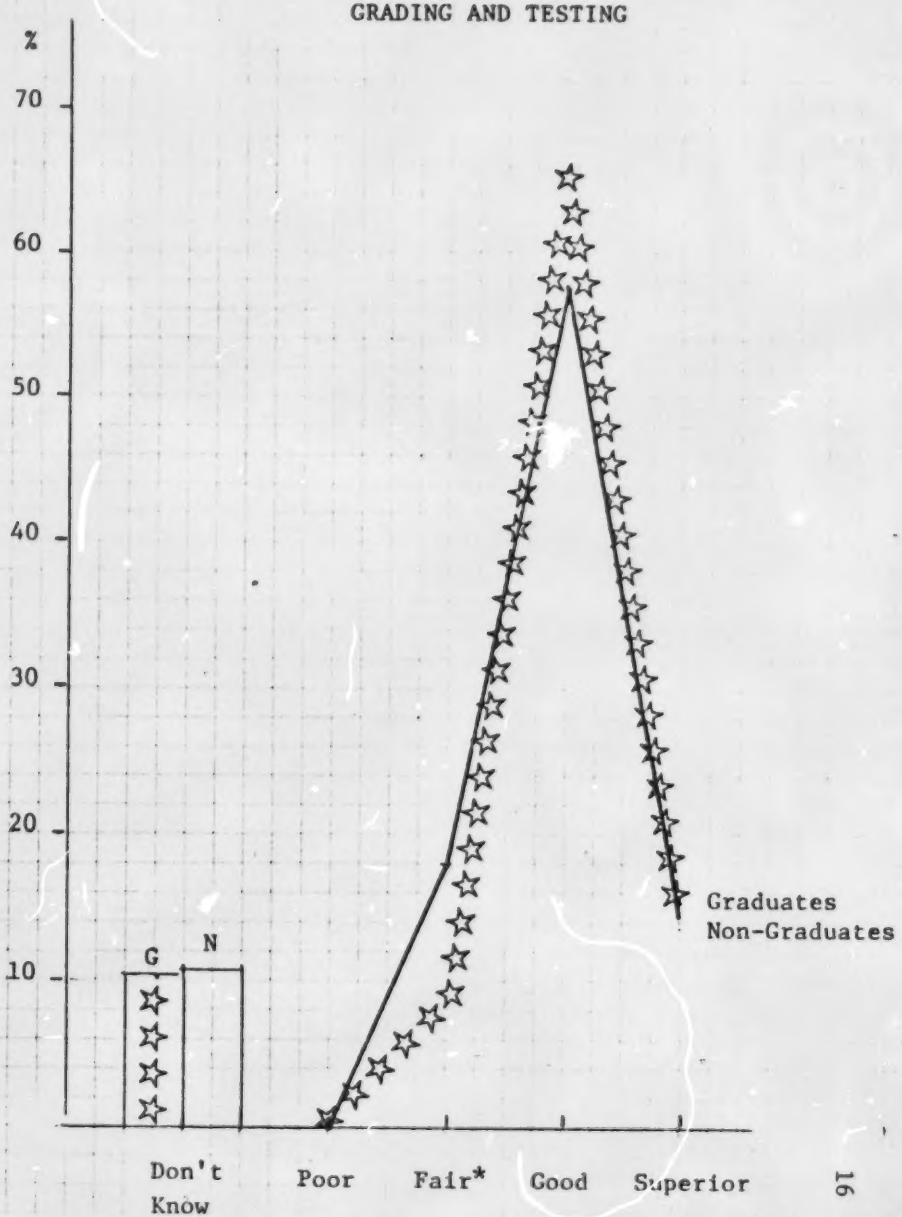
*Indicates a significant proportional difference between Graduates and Non-Graduates.

STUDENT SURVEY: EXIT SPRING '80

QUALITY OF INSTRUCTION



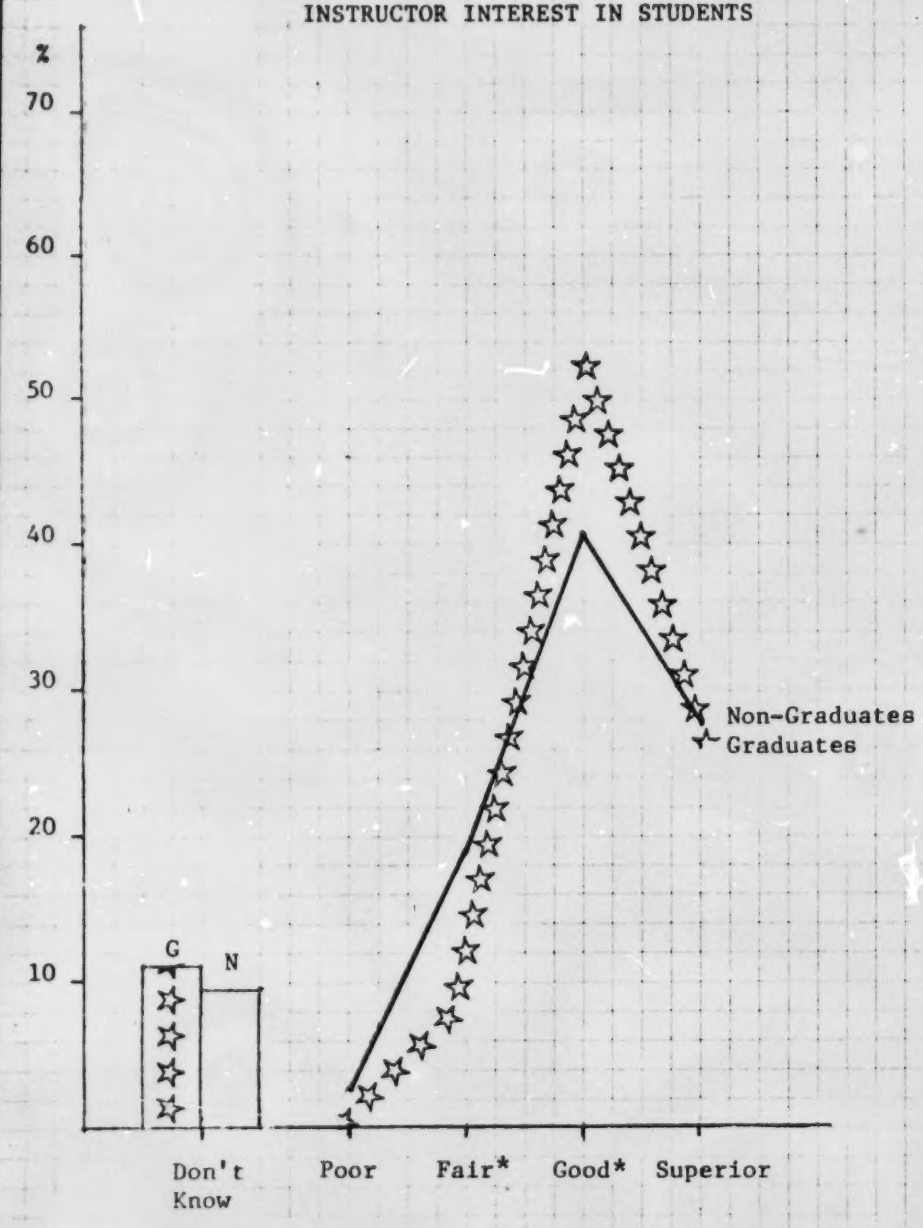
GRADING AND TESTING



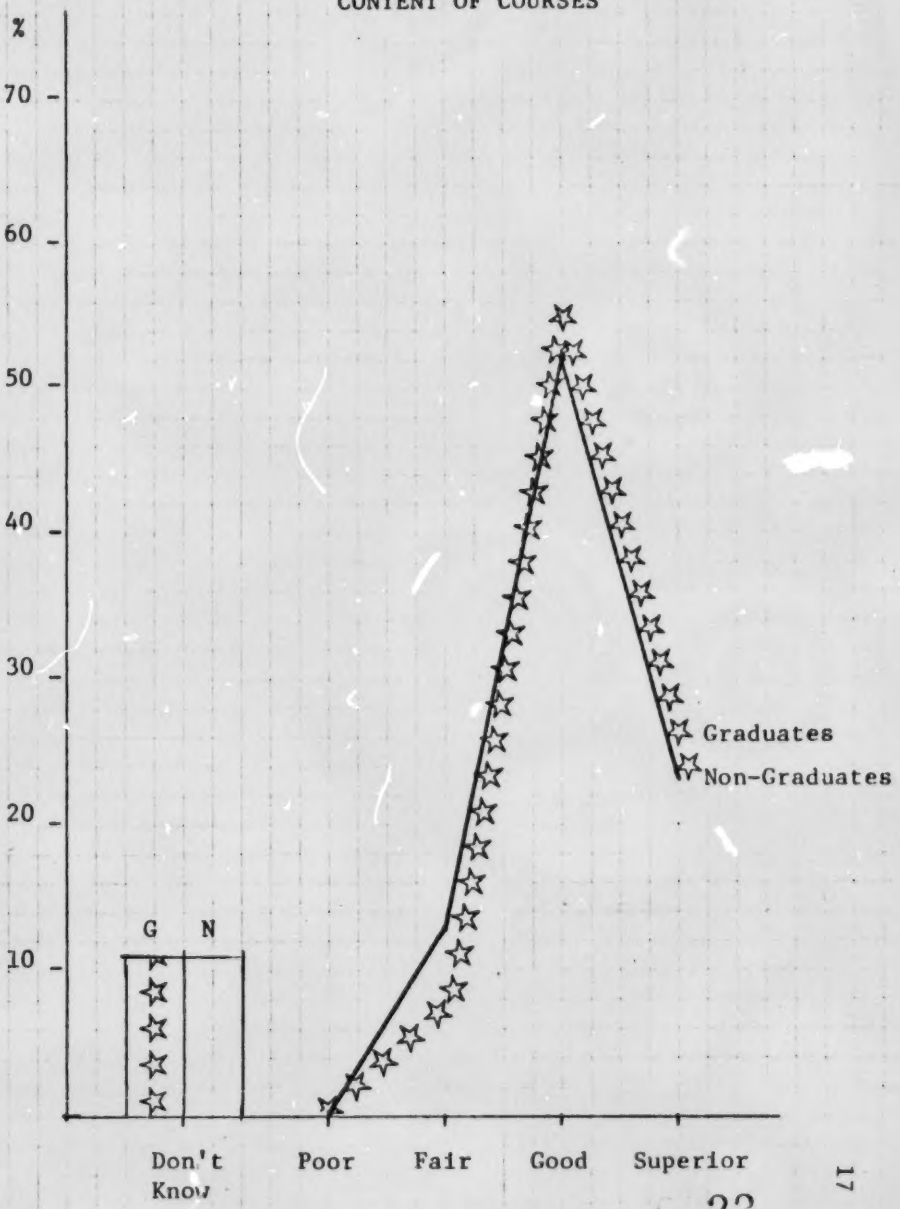
*Indicates a significant proportional difference between Graduates and Non-Graduates.

STUDENT SURVEY: EXIT SPRING '80

INSTRUCTOR INTEREST IN STUDENTS



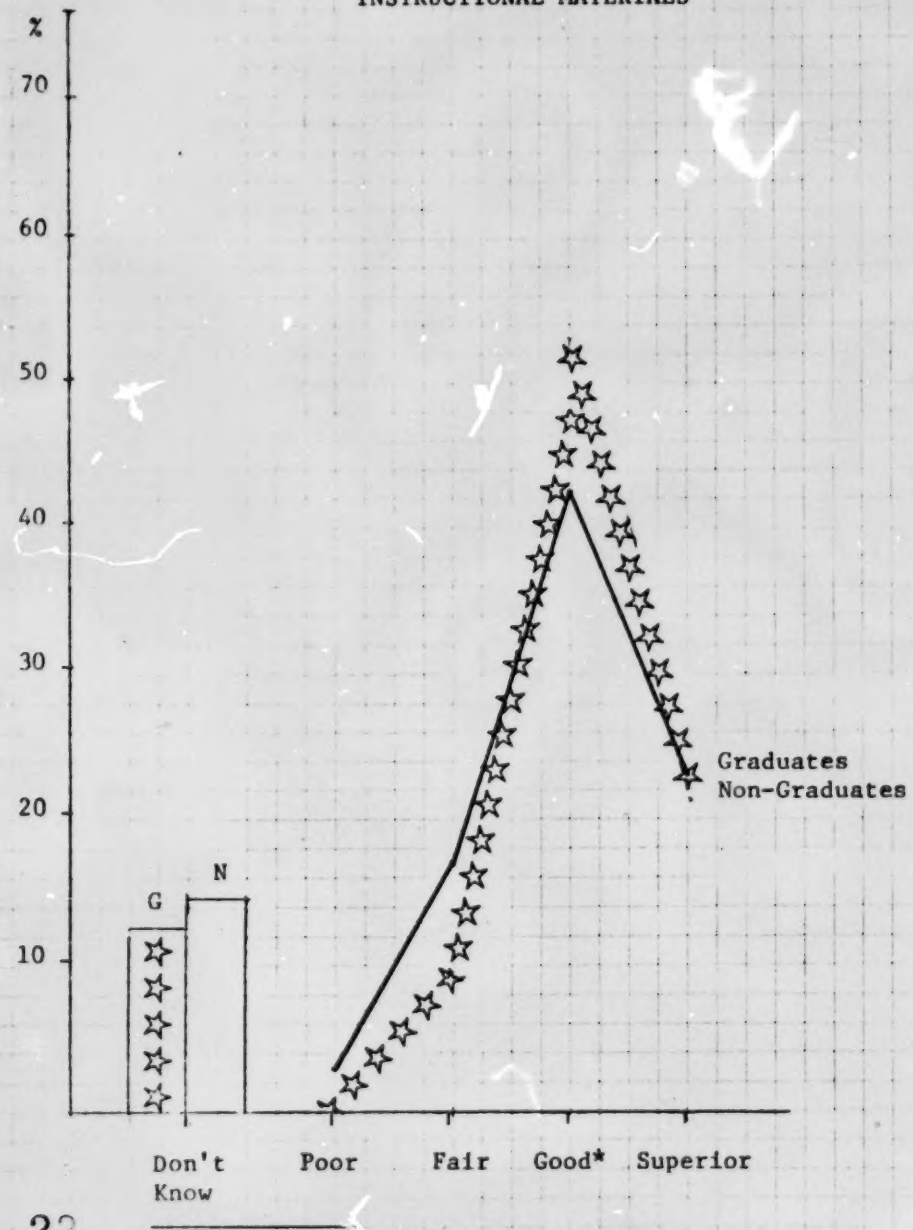
CONTENT OF COURSES



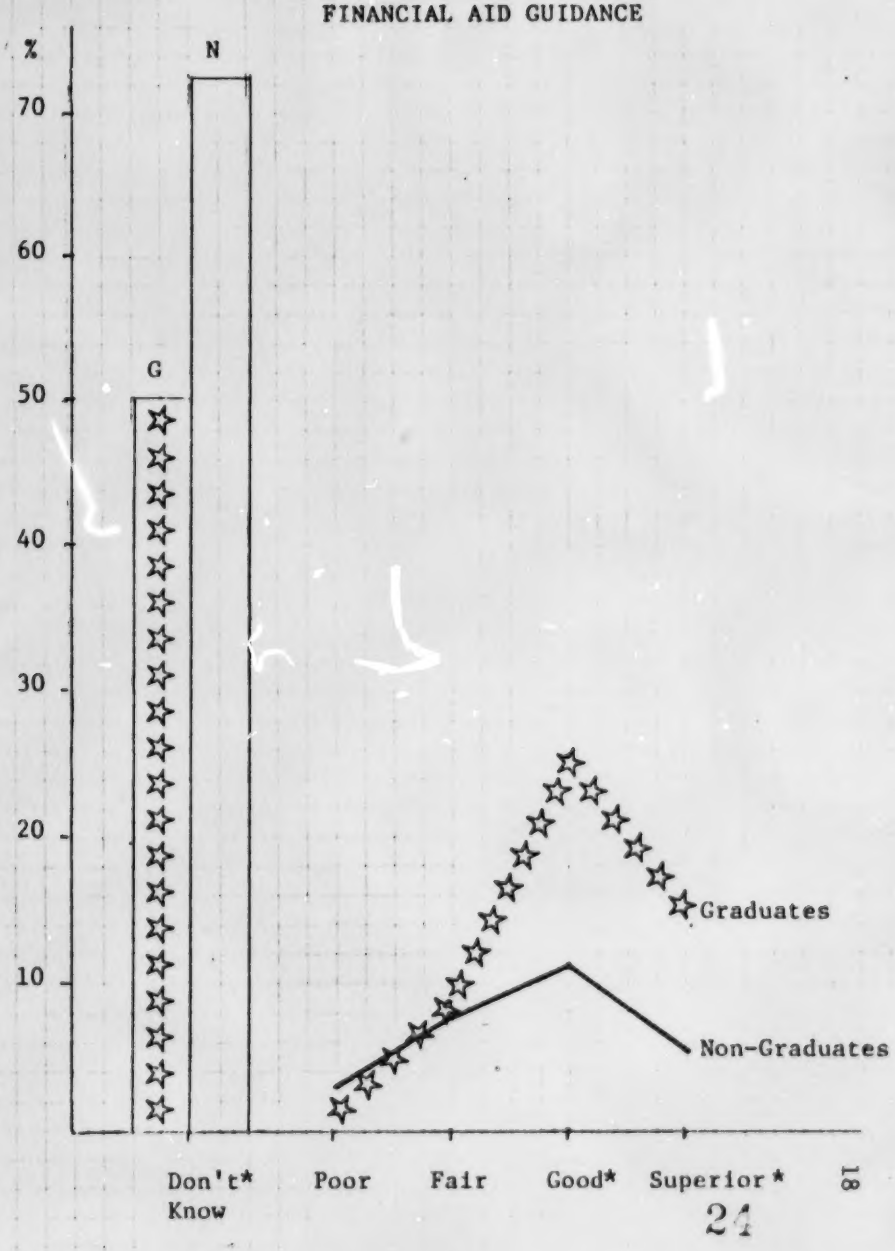
*Indicates a significant proportional difference between Graduates and Non-Graduates.

STUDENT SURVEY: EXIT SPRING '80

INSTRUCTIONAL MATERIALS



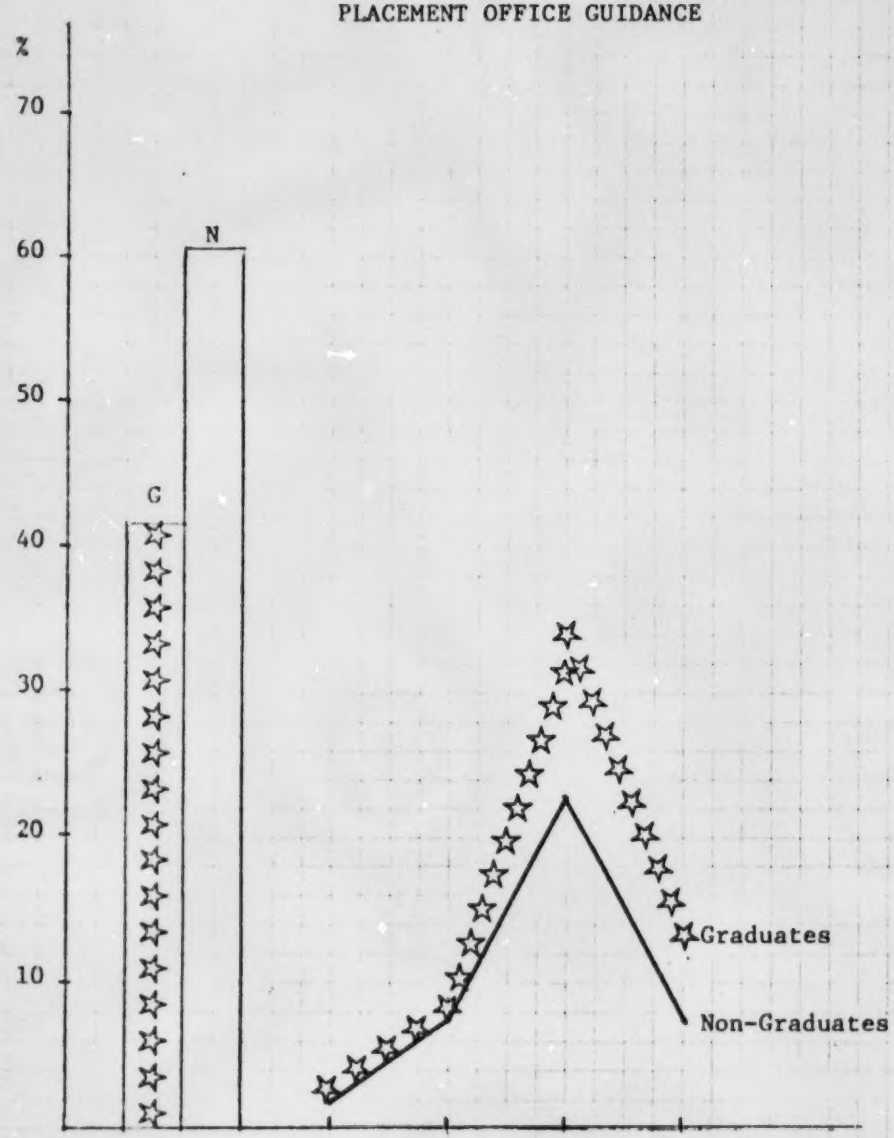
FINANCIAL AID GUIDANCE



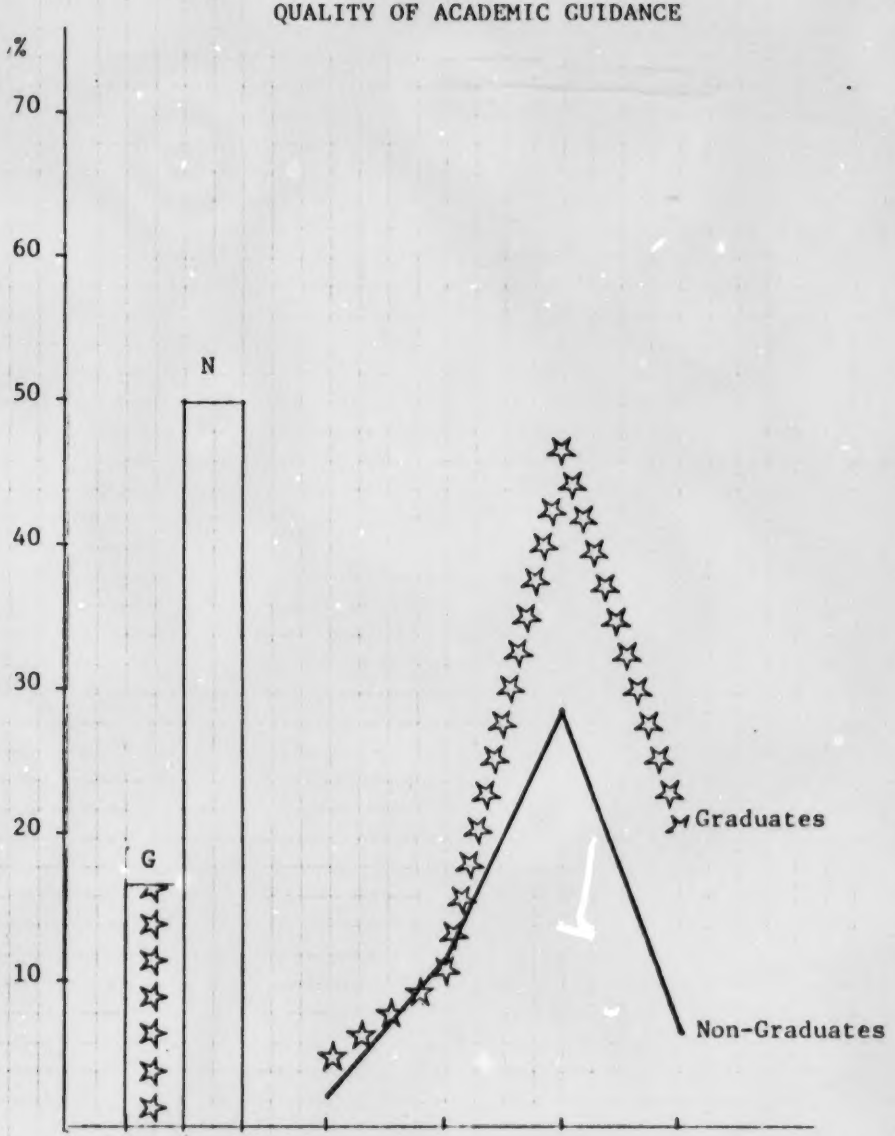
*Indicates a significant proportional difference between Graduates and Non-Graduates.

STUDENT SURVEY: EXIT SPRING '80

PLACEMENT OFFICE GUIDANCE



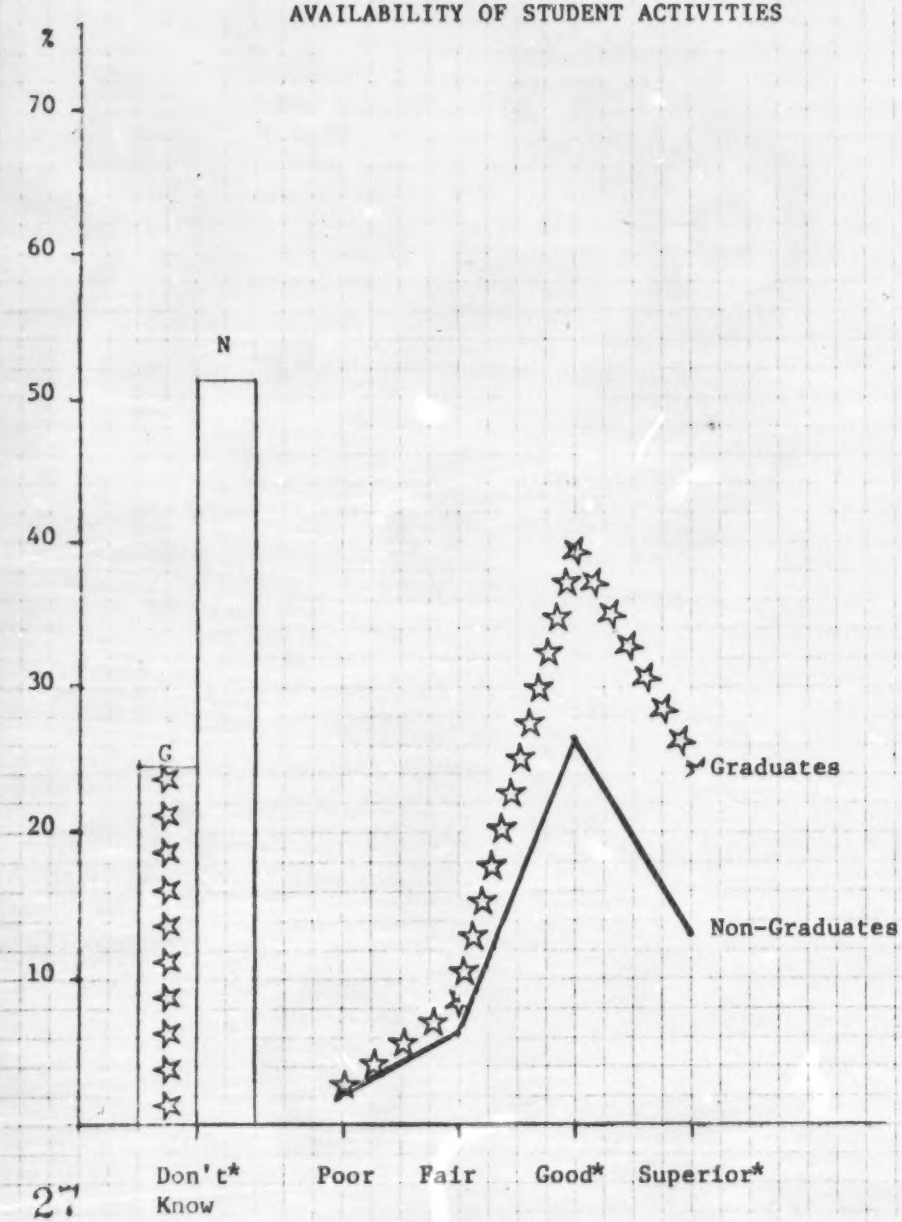
QUALITY OF ACADEMIC GUIDANCE



*Indicates a significant proportional difference between Graduates and Non-Graduates.

STUDENT SURVEY: EXIT SPRING '80

AVAILABILITY OF STUDENT ACTIVITIES



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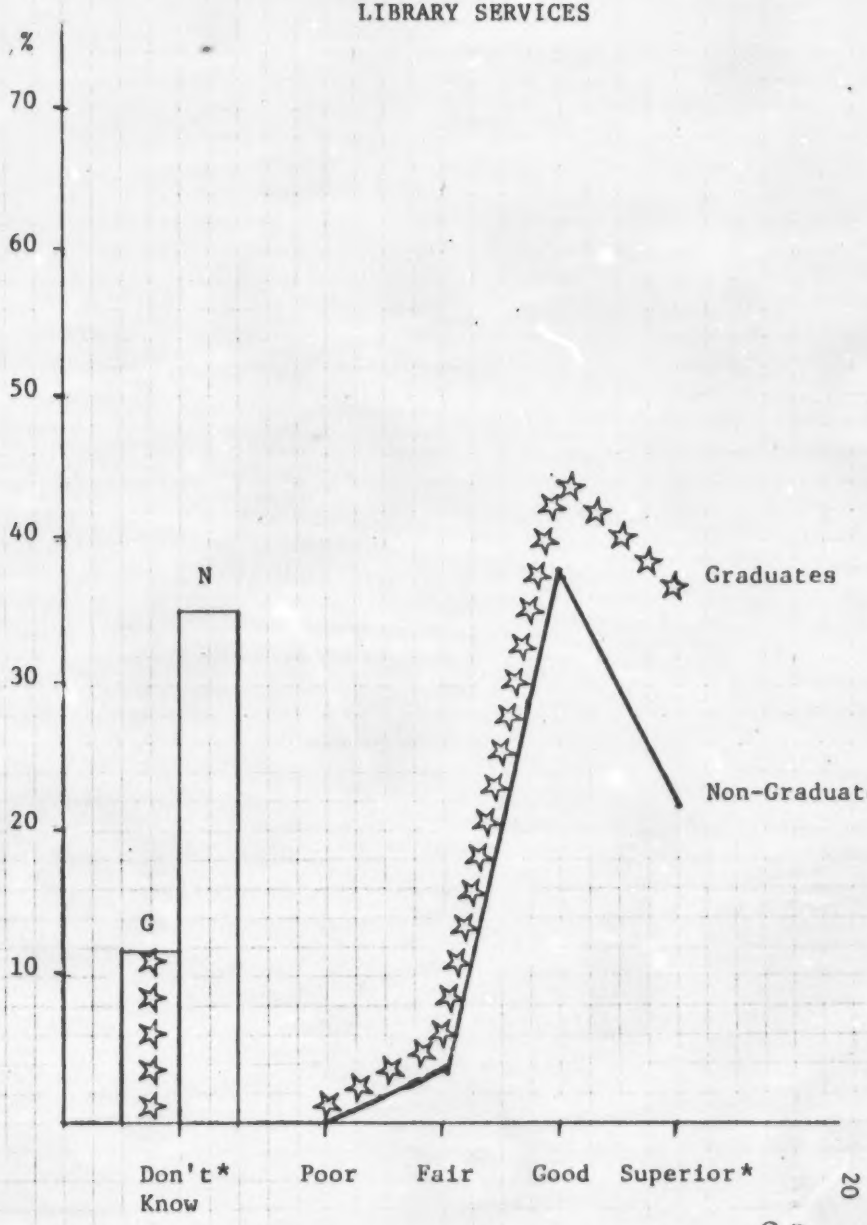
LIBRARY SERVICES



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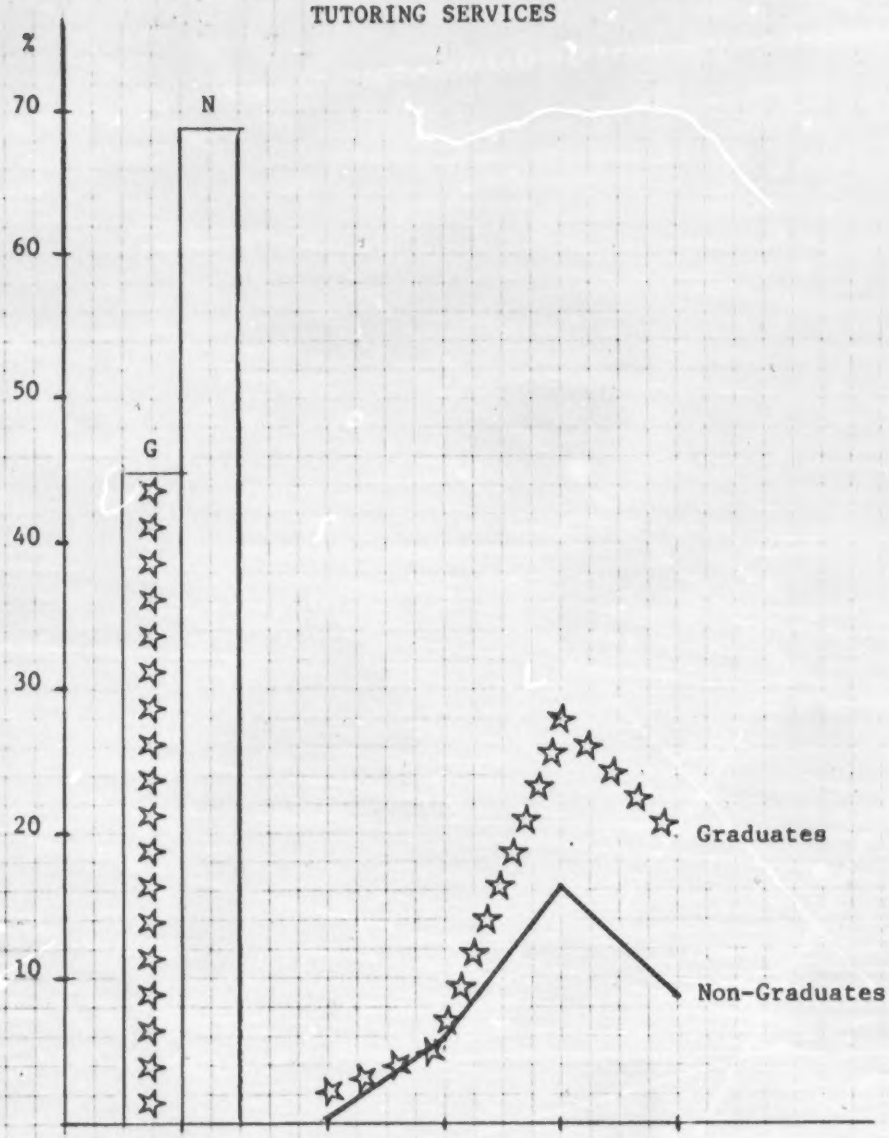
*Indicates a significant proportional difference between Graduates and Non-Graduates.

STUDENT SURVEY: EXIT SPRING '80

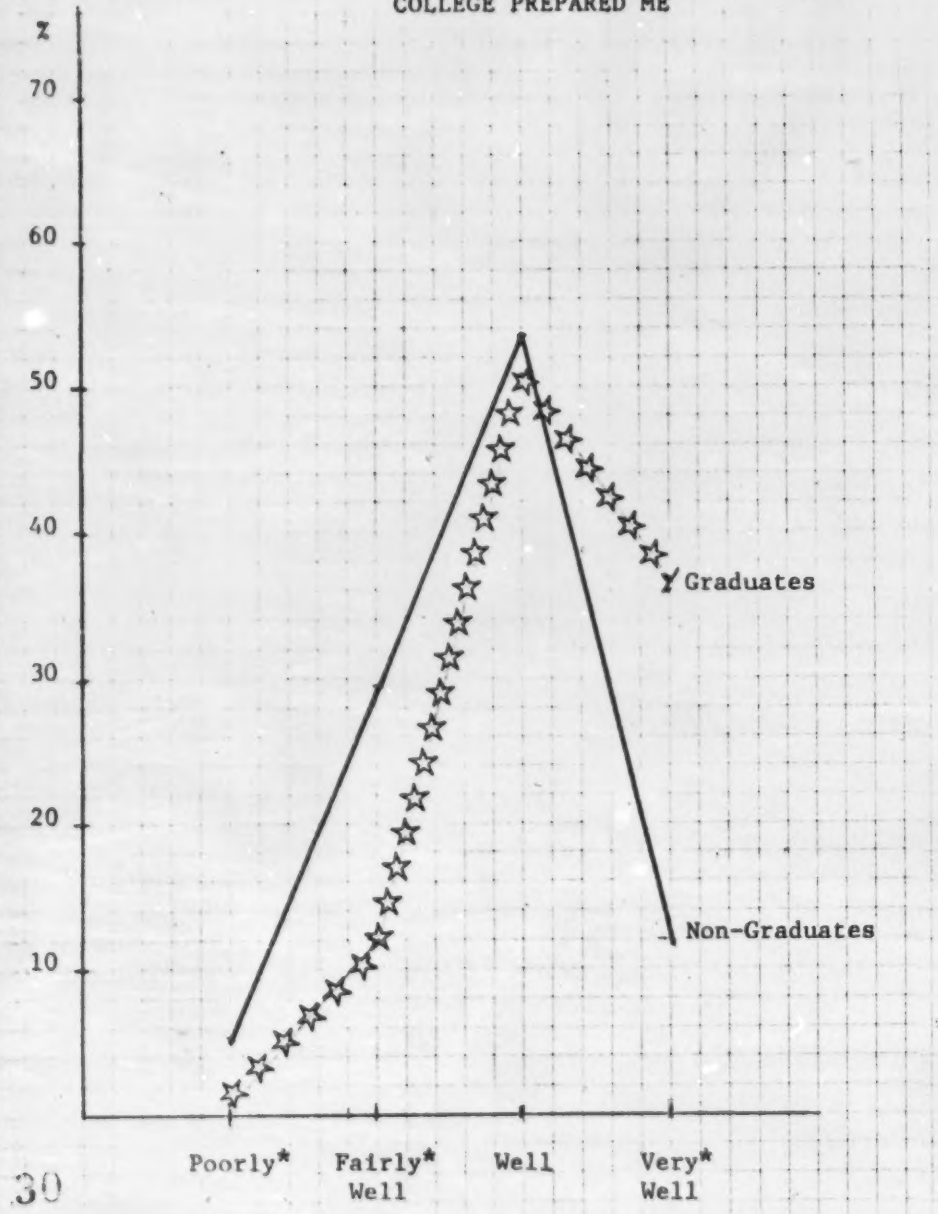
TUTORING SERVICES

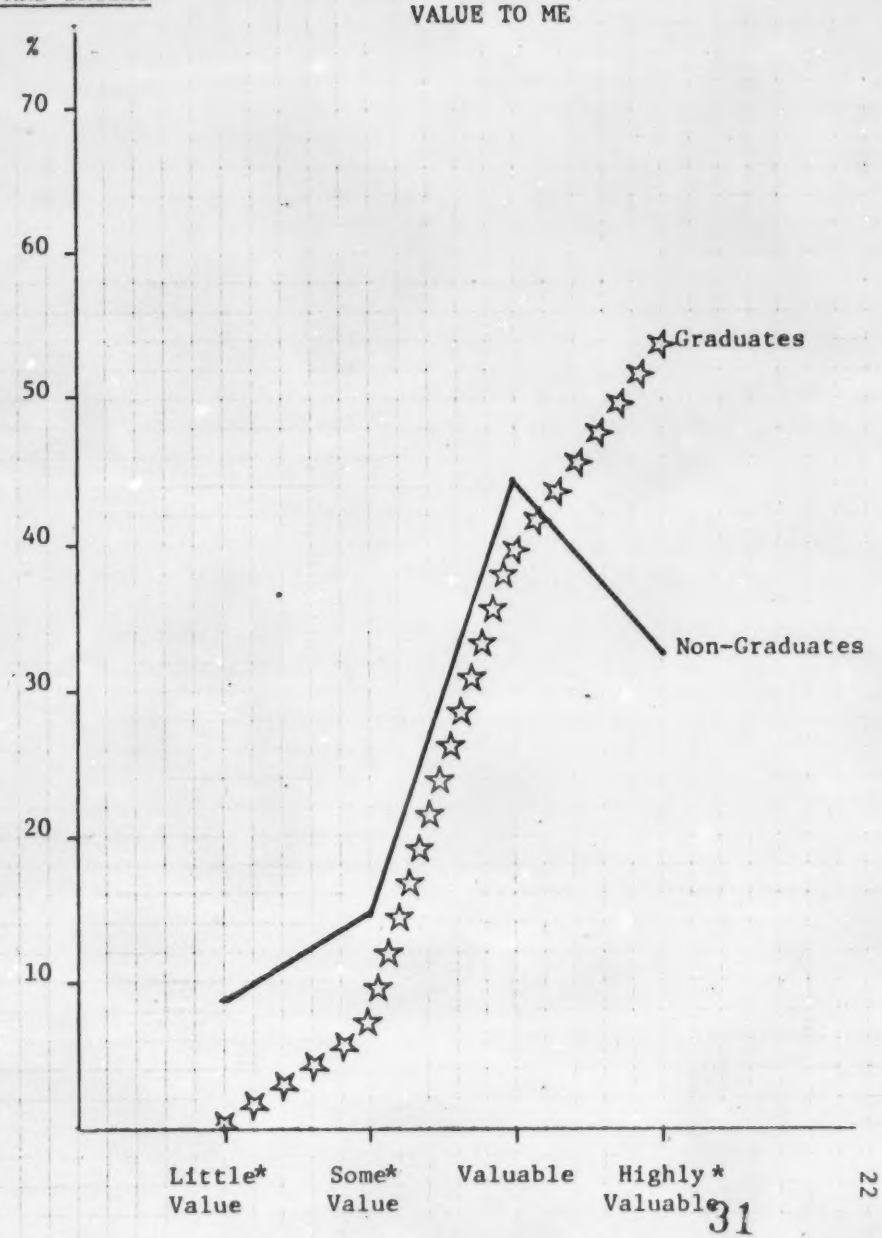


*Indicates a significant proportional difference between Graduates and Non-Graduates.

STUDENT SURVEY: EXIT SPRING '80

JOB KNOWLEDGE AND SKILLS

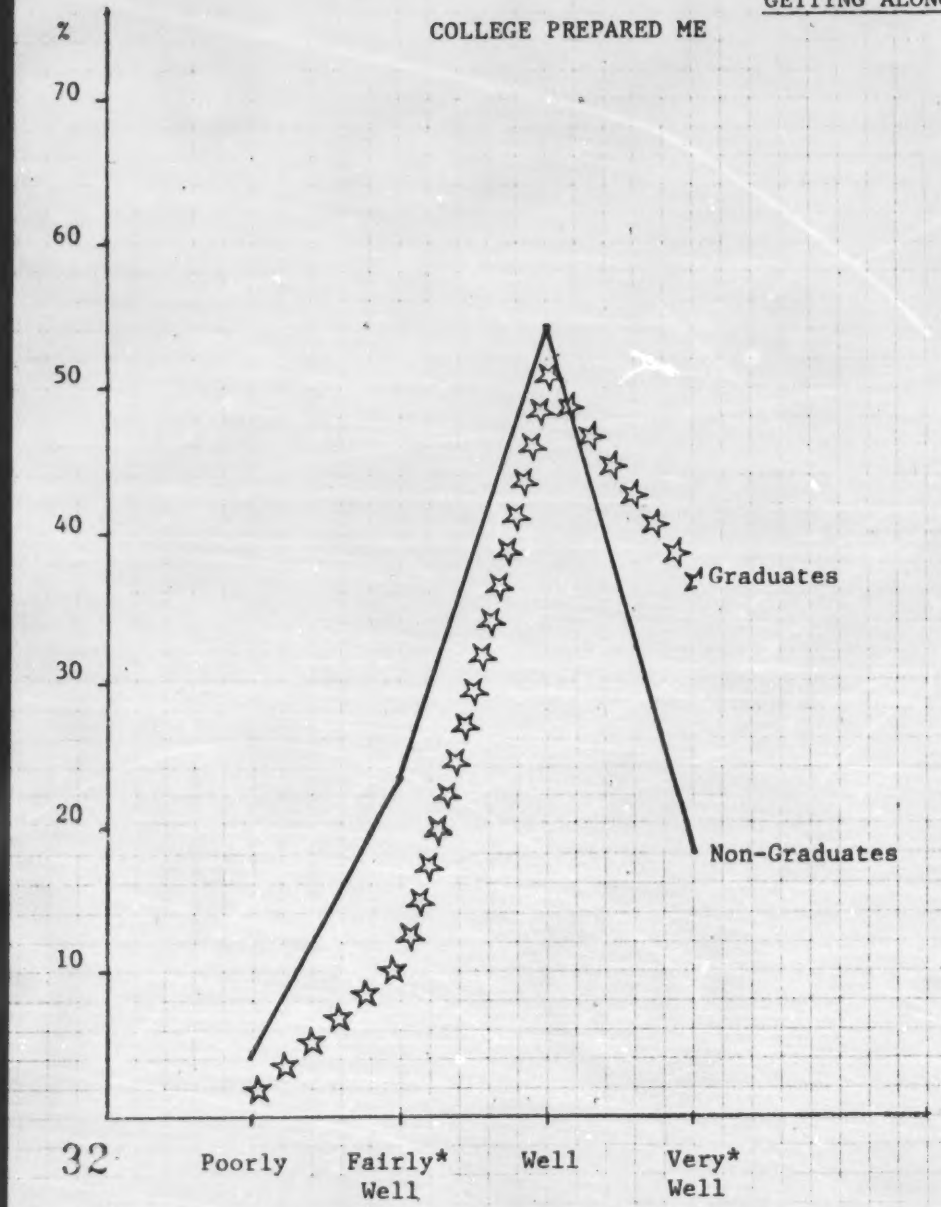


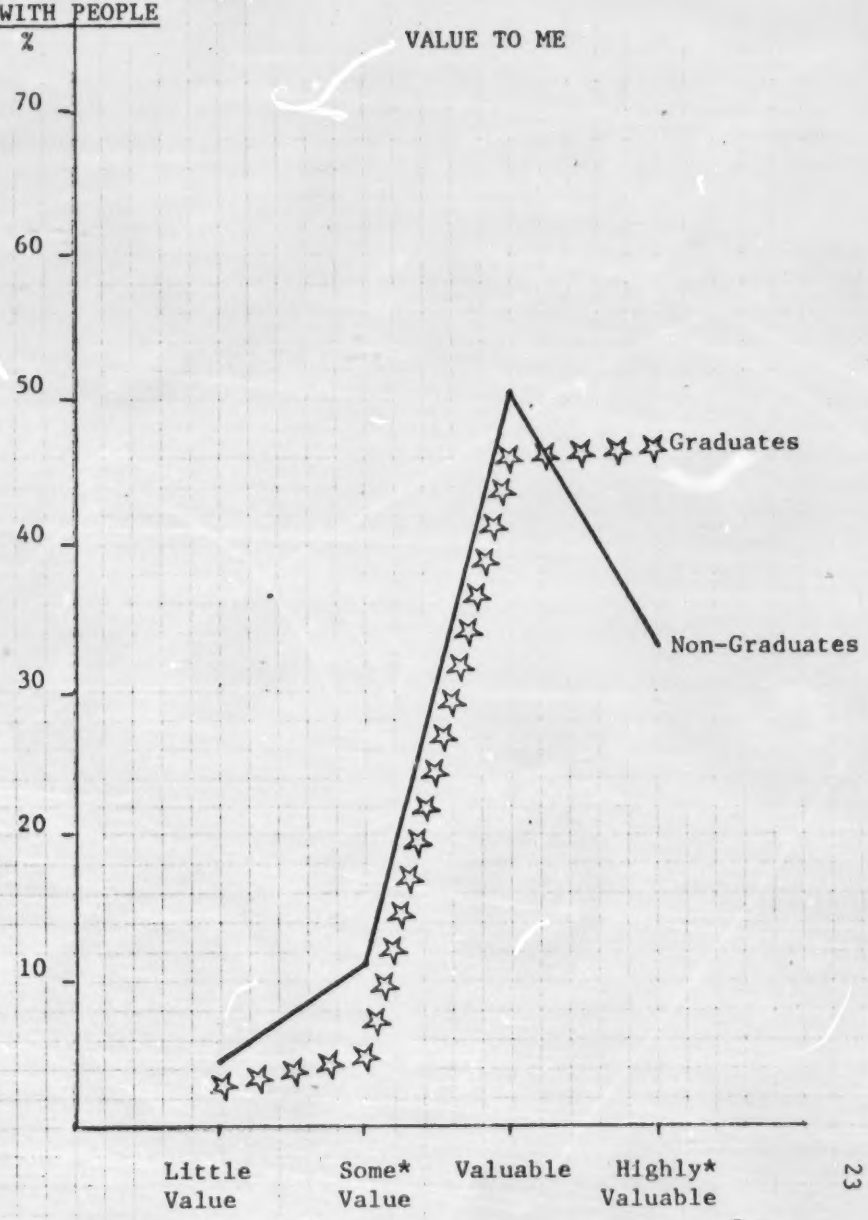


*Indicates a significant proportional difference between Graduates and Non-Graduates.

STUDENT SURVEY: EXIT SPRING '80

GETTING ALONG WITH PEOPLE

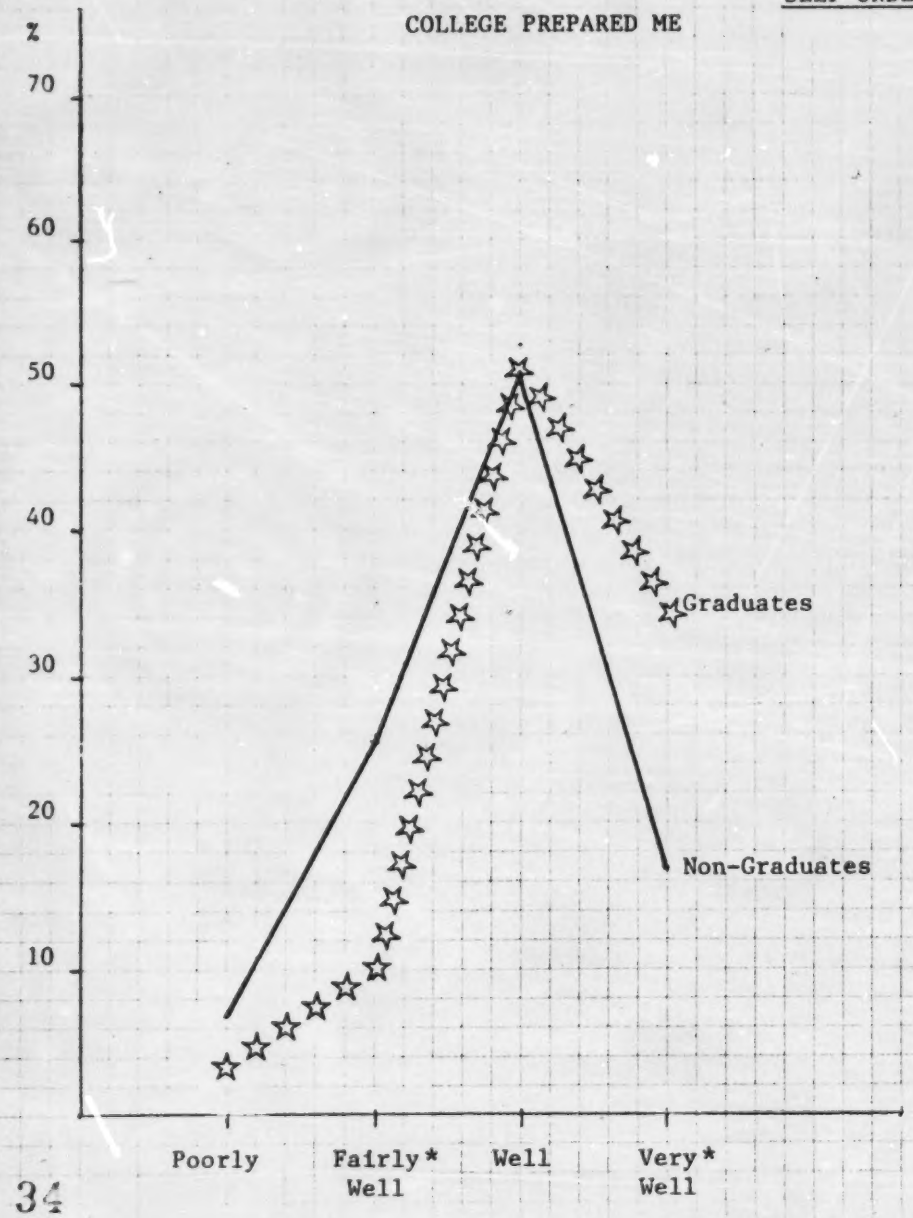


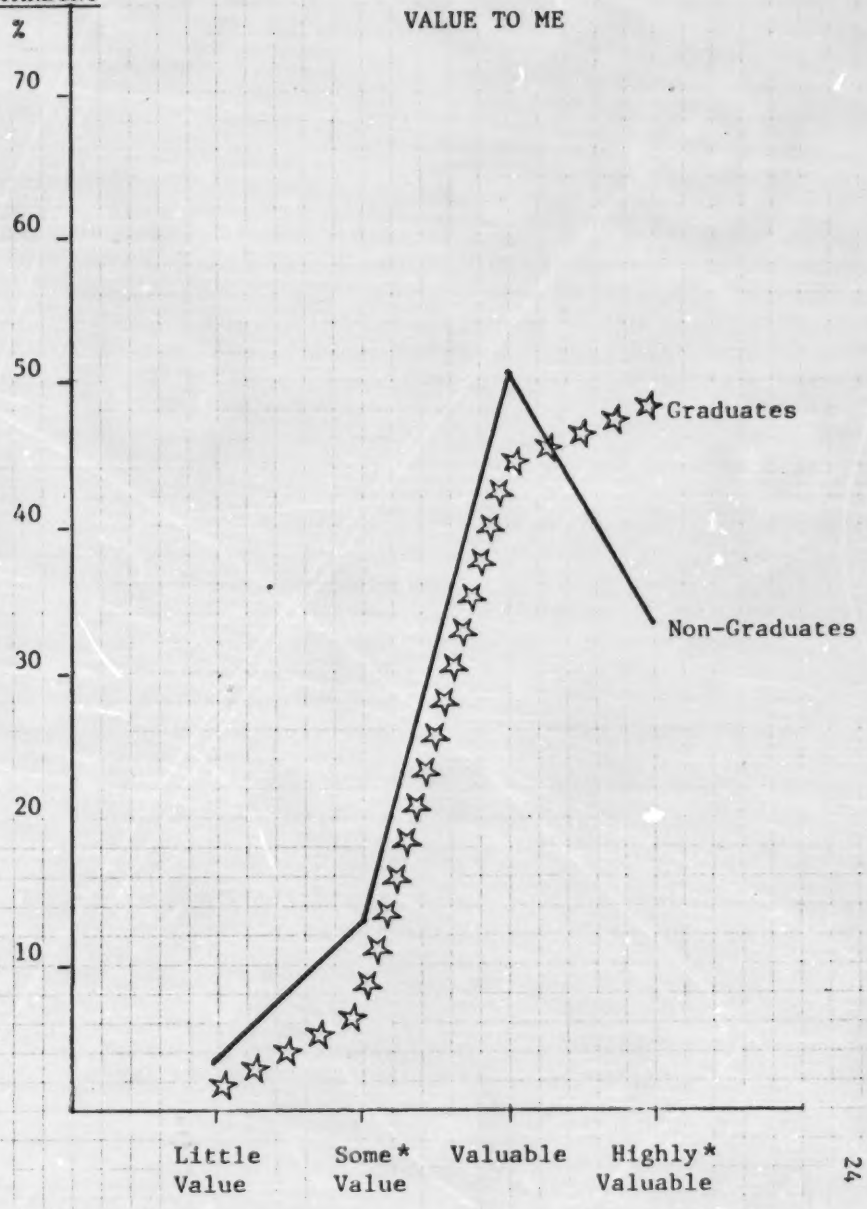


*Indicates a significant proportional difference between Graduates and Non-Graduates.

STUDENT SURVEY: EXIT SPRING '80

SELF-UNDERSTANDING





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*Indicates a significant proportional difference between Graduates and Non-Graduates.

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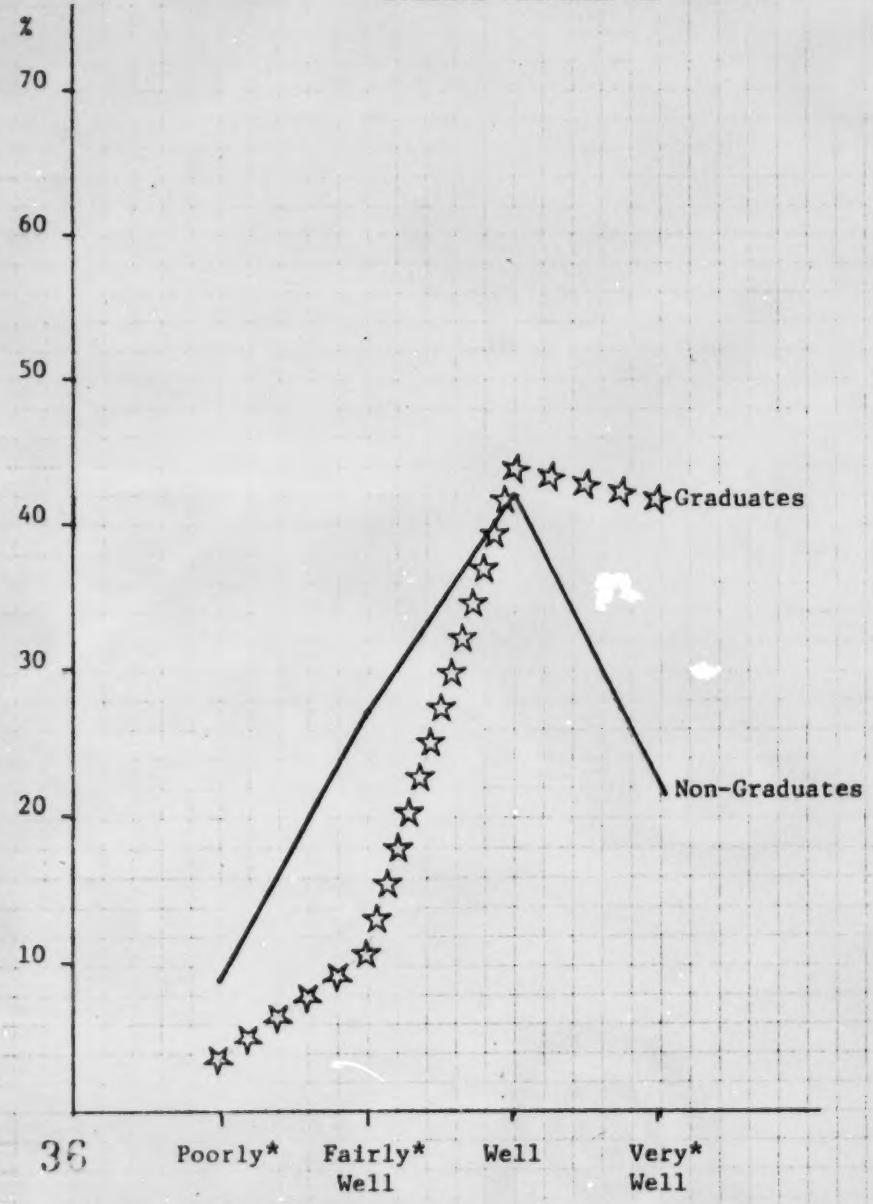
STUDENT SURVEY: EXIT SPRING '80

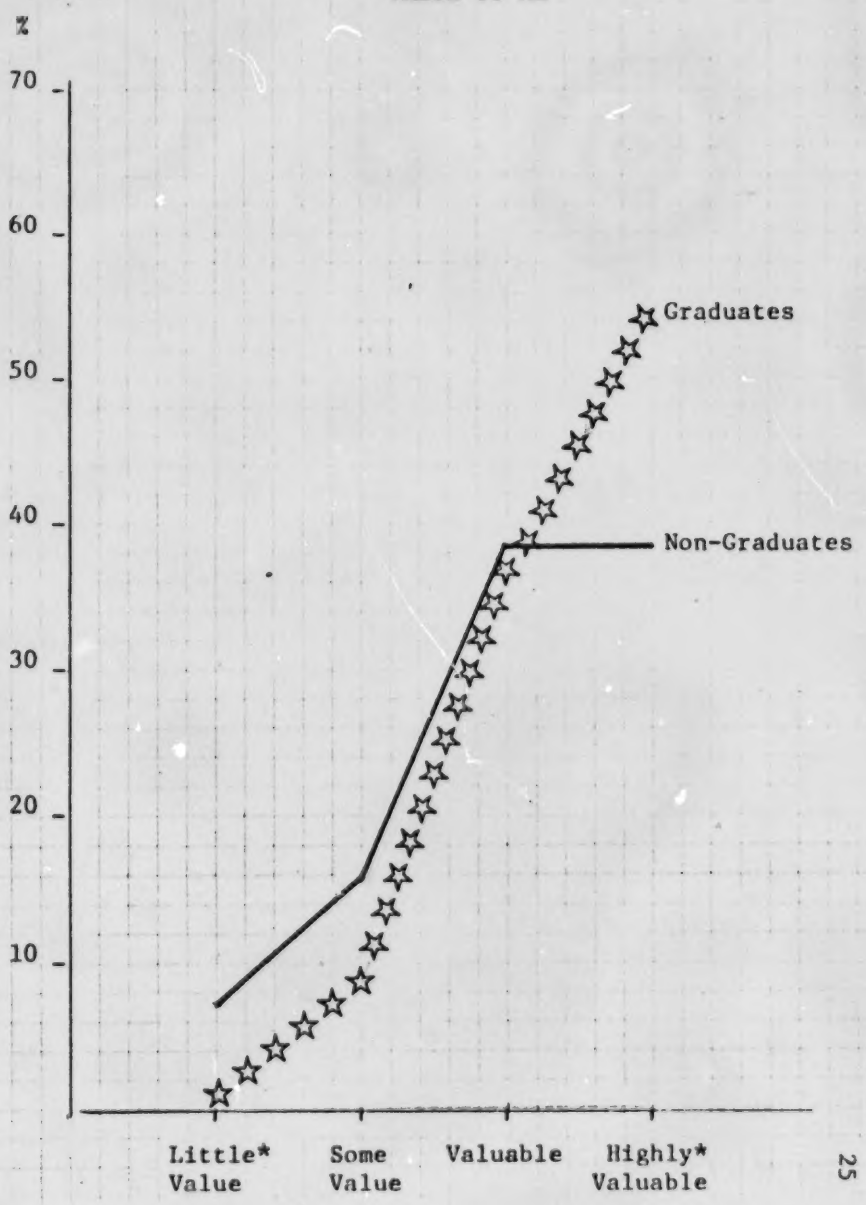
KNOWLEDGE ABOUT CAREERS

COLLEGE PREPARED ME



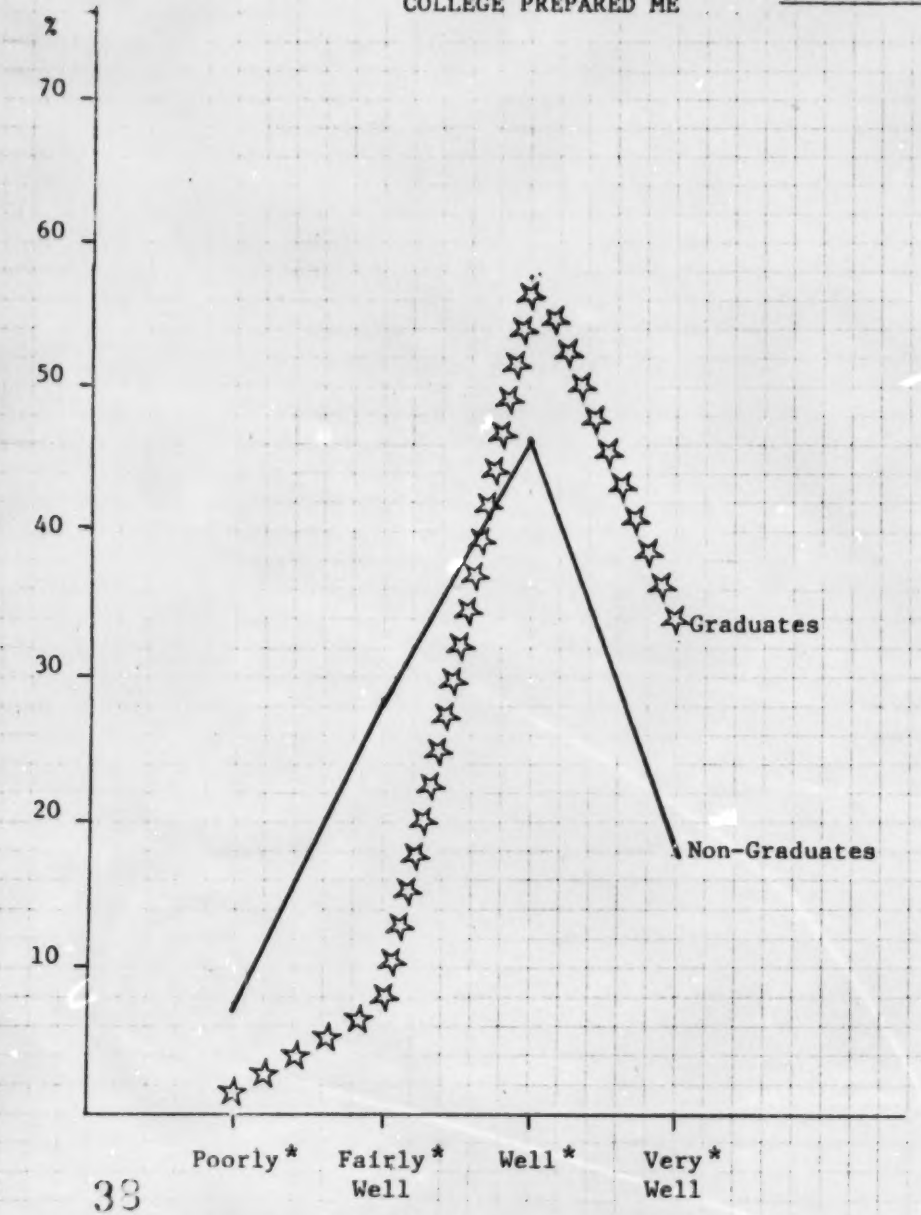
*Indicates a significant proportional difference between Graduates and Non-Graduates.

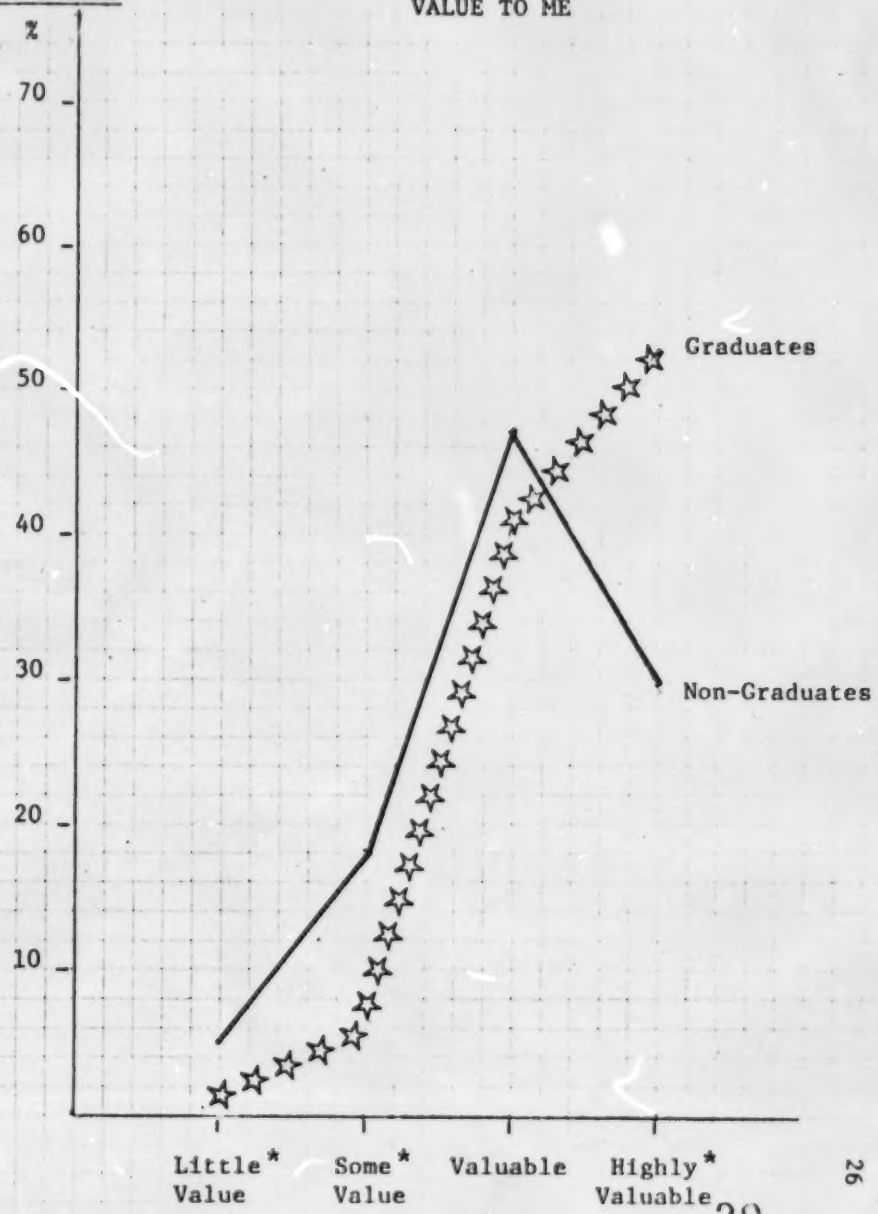
VALUE TO ME



STUDENT SURVEY: EXIT SPRING '80

COMMUNICATION SKILLS





*Indicates a significant proportional difference between Graduates and Non-Graduates.

STUDENT SURVEY

1. Name _____ _____
   Last First Middle Maiden, if recently married

2. Mailing Address _____
   Street City State Zip Code

3. Student # _____ 4. Today's Date _____

5. Sex

   1. Male
   2. Female

6. Race

   1. White
   2. Black
   3. American Indian or Alaskan Native
   4. Asian or Pacific Islander
   5. Hispanic
   6. Non-resident alien (all races)

7. Date of Birth _____ _____
   Month Year

8. What was your program? _____

9. As you see it now, after attending Cerritos College, what was your primary purpose for attending this community college?

   1. Exploration of new career or academic areas
   2. Preparation for immediate entry into a career
   3. Preparation for transfer to a four-year institution
   4. Update skills for a job currently held
   5. Interest and self-enrichment
   6. Other _____
      (Specify)

10. Was your goal as indicated in Question 9 achieved?

    1. Yes
    2. No

11. What type of award did you receive at Cerritos College?

    1. Associate degree--college transfer program
    2. Associate degree--occupational-technical program
    3. Certificate or other award
    4. Did not leave with an award

-OVER-

12. Please rate Cerritos College on the following items:

	Superior	Good	Fair	Poor	Don't Know
a. Quality of instruction	4	3	2	1	0
b. Grading and testing	4	3	2	1	0
c. Instructor interest in students	4	3	2	1	0
d. Content of courses	4	3	2	1	0
e. Instructional materials (books, manuals, etc.)	4	3	2	1	0

13. Please rate the following services of Cerritos College:

	Superior	Good	Fair	Poor	Don't Know Never Used
a. Financial aid guidance	4	3	2	1	0
b. Placement office guidance	4	3	2	1	0
c. Quality of academic guidance	4	3	2	1	0
d. Availability of student activities	4	3	2	1	0
e. Library services	4	3	2	1	0
f. Tutoring services	4	3	2	1	0

14. Please rate how well Cerritos College prepared you in each of the following areas:

College Prepared Me					Value to Me			
Very Well	Well	Fairly Well	Poorly		Highly Val.	Val.	Some Val.	Little Val.
4	3	2	1	Job knowledge and skills	4	3	2	1
4	3	2	1	Getting along with people	4	3	2	1
4	3	2	1	Self-understanding	4	3	2	1
4	3	2	1	Knowledge about career opportunities in your field	4	3	2	1
4	3	2	1	Communication skills (oral and written)	4	3	2	1

15. Would you recommend Cerritos College to a person seeking to complete the same program you studied?

1. Yes
2. No

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